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June 29-July 31, 1964



PUBLIC ADMINISTRATION IN AGRICULTURAL DEVELOPMENT

A Summary Report



UNITED STATES DEPARTMENT OF AGRICULTURE • INTERNATIONAL AGRICULTURAL DEVELOPMENT SERVICE
WASHINGTON, D.C. 20250



First Row, left to right: Choulamountry, Sagkal, Heidoub, Alpay, Muhyddin, Mishra, Aylesworth Second Row:
 Saisaengchan, Singh, Erkilic, Erol, Ferreira, Byecroft, Alemdag, Bala, Barrer, Urhan Third Row: Swan, El-Amin,
 Til, Jama, Gokcora, Onaba, Chukwueke, Ahmed

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PREP.

-- A Joint Undertaking of the --

University of Wisconsin
Agency for International Development
and
U.S. Department of Agriculture

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Preface

Public Administration in Agricultural Development 1964 is a result of much hard work and sincere effort on the part of many people. The program and its development was made possible through the interest and cooperation of the members of the advisory committee representing the Agency for International Development, the United States Department of Agriculture, and the University of Wisconsin. Further recognition is warranted by Dr. E. E. Heizer for creating the proper administrative climate and to Lee M. Swan for the many effective contributions toward the smooth operation of the course at the University of Wisconsin.

To all the lecturers for the thoughtful preparation in adapting their material to the specific purposes of TC #11, a sincere appreciation is extended for their efforts. Recognition is due Miss Pamela Byecroft, government interne, for helping to create an atmosphere which contributed to group solidarity and friendliness and for assisting in preparing the summary report.

One of the most important elements in the program is the foreign agricultural administrators whose responsiveness and seriousness of purpose have helped to make Public Administration in Agricultural Development 1964 a successful and rewarding experience for all.

Phillip F. Aylesworth
Technical Leader

Foreword

This Program Report is a summary of the 1964 short course Public Administration in Agricultural Development, TC #11. It reflects a cross-cultural experience for all those who participated in translating the principles and practices of public administration into forms which can be applied to agricultural development in diverse economic, social and cultural settings.

The report was prepared as a reference and follow-up aid for the members of the group while performing their administrative responsibilities in their home countries. It is hoped that this material will be useful in reporting and extending what the participants learned to higher authorities and to colleagues and for instituting changes in work under their control.

Most important this provides a basic reference and a guide for those who would organize a similar short course on public administration in agricultural development in their home countries. However, supplementary material containing lecture outline, case studies, problem solving exercises and other subject matter references would be needed, possibly backed up with planning assistance. This assistance in methodology and approach could be provided by a team experienced in the techniques of developing such a course.

Ten years' experience has uncovered many of the elements that, when put together, result in an effective learning experience. A workshop could be held to train others in these processes and methods and in the development of teaching materials so they in turn could carry out such a course.

The format and experience of the public administration in agricultural development short course can be adapted to the administrative training needs of specialists in developing nations in other areas such as public health, highways and cooperatives. Officials in United States Operations Missions and personnel in universities may also find a special use for this report as an indication of the possibilities in this approach.

Organization of the Course

P. F. Aylesworth

Limiting factors in agricultural development include administrative problems as well as technical ones. This special short course was organized to provide training in public administration to meet this need. The visiting officials selected for participation are ones of substantial administrative responsibilities in their governments.

The specific purpose of the course is to increase the capacities of the officials for effective administration. The focus is on the job of the administrator, demands and requirements, the administrator's role in decision-making and policy formation, and ways to improve administration performance.

A. Reasons for the development of the program:

1. To permit the participants to discover for themselves the importance and functions of public administration in agricultural development.
2. To gain a better understanding of the functions of public administration in agricultural development.
3. To sharpen awareness and understanding of often difficult administrative problems.
4. To become familiar with the concepts of administration in carrying out agricultural programs.
5. To develop skills in administrative practice.

B. Guidelines in course development:

1. That an atmosphere conducive to maximum involvement and interchange of experience of participants be maintained.
2. That the participant better understand what he already knows about administration.
3. That effective education and teaching methods be utilized.
4. That emphasis be placed on understanding the environment or setting in applying the principles of administration.
5. That the participants be motivated to make use of the concepts of administration applicable to his situation.

C. Methods employed:

The combination of methods used include:

- (a) lectures
- (b) discussions
- (c) reference readings
- (d) case studies
- (e) seminars
- (f) consultations
- (g) note-taking and reporting.

Participants

Ghulan <u>Muhyddin</u> Haideri	Agricultural Extension Supervisor Ministry of Agriculture Gelalabad, <u>Afghanistan</u>
Jai Narayan Mishra	Director of Agricultural Education New Secretariat, Putna, Bihar, <u>India</u>
Bhoj Raj Singh	Joint Director of Extension Ministry of Agriculture New Delhi, <u>India</u>
Oroth Choulamountry	Director of Agricultural Research Ministry of Economy Vientiane, <u>Laos</u>
Vincent Osuji Chukwueke	Principal Agriculture Officer Ministry of Agriculture, Enugu, Eastern <u>Nigeria</u>
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Regulo D. Bala	Regional Supervisor, Reforestration Administration Department of Agriculture and Natural Resources Manila, <u>Philippines</u>
Feliciano Valdez Barrer	Forestry Supervisor ^{~I} Bureau of Forestry Manila, <u>Philippines</u>
Mohamed Jama	Director-General Ministry of Agriculture Mogadiscio, <u>Somali Republic</u>
Mirghani <u>Mahgoub</u> M. Ahmed	Assistant Director of Agriculture (Projects) Ministry of Agriculture Khartoum, <u>Sudan</u>
Abdel Rahim El Amin	Assistant Director of Agriculture (Personnel) Ministry of Agriculture Khartoum, <u>Sudan</u>

Abdallah Mohamed Abdallah Heidoub	Information Officer Department of Agriculture Khartoum, <u>Sudan</u>
Kosin Saisaengchan	Deputy Chief of Extension Service Department of Agriculture Ministry of Agriculture Bangkok, <u>Thailand</u>
Seref Alemdag	Chief of the Division of Forest Management of Forest Research Institute General Directorate of Forests Department of Agriculture Ankara, <u>Turkey</u>
Osman Nuri Alpay	Chief of Watershed and Range Management Research Ministry of Agriculture Ankara, <u>Turkey</u>
Mehmet Sadrettin Erkilic	Member of Study and Advisory Board Ministry of Agriculture Ankara, <u>Turkey</u>
Mehmet Celal Erol	Director of Animal Diseases Section Ministry of Agriculture Ankara, <u>Turkey</u>
Mehmet Kemal Gokcora	Consultant to the Minister of Agriculture Ministry of Agriculture Ankara, <u>Turkey</u>
Sami Mustafa Sagkal	Veterinarian on Cukurova State Farm Cukurova Harasi Cehan Adana, <u>Turkey</u>
Mahmut Nedim Til	Assistant Director of the Agricultural High School Bursa, <u>Turkey</u>
Irfan Mehmet Urhan	Livestock Teacher at the Regional School of Agriculture Istanbul, <u>Turkey</u>
George Robert Onaba	Assistant Commissioner for Agriculture Department of Agriculture Entebbe, <u>Uganda</u>

George Robert Onaba

Assistant Commissioner for
Agriculture
Department of Agriculture
Entebbe, Uganda

1

Program Committee

The program and itinerary were developed cooperatively by:

I.K. Harrison, Office of International Training, A.I.D.
A.H. Maunder, Federal Extension Service, USDA
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<u>Name</u>	<u>Affiliation</u>
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Lee Swan On-Campus Coordinator	International Agricultural Programs University of Wisconsin
Gale Vandenberg Lecturer	Cooperative Extension Service University of Wisconsin
P. C. Boyle Lecturer	Agricultural Extension & Education University of Wisconsin
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Alton C. Johnson Lecturer	School of Commerce University of Wisconsin
Jane S. Klingman Lecturer	School of Commerce University of Wisconsin

1/ Listed according to program sequence.

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Land Tenure Center
University of Wisconsin

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Cooperative Extension Service
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Arville Erickson
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Joseph P. Loftus
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Harold Vogel
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North American Representative
Food and Agriculture Organization
United Nations

Thelma Dreis
Evaluator

International Agricultural
Development Service
U. S. Department of Agriculture

PROGRAM

<u>Session 1/</u>	<u>Subject 2/</u>	<u>Leader</u>
<u>June 29</u>		
9:00 a.m.	Orientation to Course Introductions, Objectives, Methods Schedule, Assignments	P.F. Aylesworth
2:00 p.m.	The Importance of Public Administration Major aspects, functions and processes. What we hope to accomplish through better administration; importance, why study public administration.	D.A. Fitzgerald
<u>June 30</u>		
9:00 a.m.	Organization and Function of the USDA Films - "Agriculture, USA" "Our Land--Its Many Faces" "Sharing Experiences"	P.F. Aylesworth
2:00 p.m.	The Functions of the International Agricultural Development Service	G.E. Tichenor
<u>July 1</u>		
9:00 a.m.	Administration Related to Environment	A.H. Maunder
2:00 p.m.	Seminar on Comparative Administrative Environment 3/	

1/ The first 15 minutes of each day was devoted to review of highlights of the previous day, announcements, and assignments. Each participant took his turn serving as recorder to prepare notes on the major points of each session. These notes comprise the major portion of the Summary Report.

2/ Lecturers prepared outline material for distribution to group for reference during the presentations.

3/ The purposes of this seminar are 1) to involve the participants themselves; 2) to give other participants and the staff a better understanding of the various administrative situations, and 3) to uncover some of the more pertinent administrative problems experienced by each of the participants and to discuss possible solutions. Each participant prepared a statement to be distributed to the group, outlining the administrative setting in which he functions, the political structure and environment, economic needs of the country, his place in the organization, his duties, authorities and responsibilities, his interests and specific administrative problems with which he is confronted. He presented this picture to the group and answered questions which arose.

July 2Leader

9:00 a.m. Seminar (continued)
2:00 p.m. Seminar (continued)

July 6

9:00 a.m. Identifying Administrative Objectives and Problems (participants will review their major administrative problems; all lecturers will attend this session) P.F. Aylesworth
2:00 p.m. Policy Making and Program Planning Gale Vanderberg

July 7

9:00 a.m. Program Development and Evaluation P.C. Boyle
2:00 p.m. Study of Literature (Section A of Reading Reference)

July 8

9:00 a.m. Problem Solving--Case Study #1 P.F. Aylesworth
Lee H. Swan
1:30 p.m. International Credit Union Program Percy Avram
7:00 p.m. Study of Literature (Section B of Reading Reference)

July 9

9:00 a.m. Assembling and Organizing Resources Alton C. Johnson
Jane S. Klingman
1:30 p.m. Problem Solving--Case Study #2 P.F. Aylesworth
Lee H. Swan
3:00 p.m. Forest Products Laboratory John C. Killebrew
7:00 p.m. Seminar--Land Tenure Center Raymond J. Penn

July 10

9:00 a.m. Staffing and Personnel Management Alton C. Johnson
1:30 p.m. Recruitment Selection and Placement of Personnel M.J. Mackey

July 11

9:00 a.m. Study of Literature (Section C of Reading Reference)

July 13Leader

9:00 a.m.	Oscar Mayer Plant	Arville Erickson
1:30 p.m.	Personnel Appraisal, Improvement and Training	M. J. Mackey
7:00 p.m.	Community Economic Development	Town and Country Pastor's Confer- ence - University of Wisconsin

July 14

9:00 a.m.	Problem Solving--Case #3	P.F. Aylesworth Lee H. Swan
1:30 p.m.	Program Support--Relationships and Reporting	Harold Swanson

July 15

9:00 a.m.	Analyzing Administrative Problems	John Hunger
1:30 p.m.	University Experimental Farms	V.W. Matthias
7:00 p.m.	Seminar--Technical Assistance	E.E. Heizer

July 16

9:00 a.m.	Developing Solutions to Administrative Problems	John Hunger
1:30 p.m.	Work Time to complete individual administrative problem solution statements	
7:00 p.m.	Study of Literature (Section D of Reading Reference)	

July 17

9:00 a.m.	The Administrator's Role-- Decision Making	Robert C. Clark
1:30 p.m.	Appointments	

July 19 to
July 25

Communications Seminar (#180)
Airlie House
Warrenton, Virginia

July 27Leader

9:00 a.m.	Applying Theory to Operation	W.E. Lavery
2:00 p.m.	The Role of the Supervisor	W.K. VanDersal

July 28

9:00 a.m.	Decision Making Process	J.P. Loftus
2:00 p.m.	Application of Public Administration Consistent with Culture	Afif I. Tannous

July 29

9:00 a.m.	Follow-Up Seminar 4/	P.F. Aylesworth
1:30 p.m.	The Work of the Food and Agriculture Organization of the United Nations	Harold Vogel
2:30 p.m.	Seminar (continued)	P.F. Aylesworth

July 30

9:00 a.m.	Seminar (continued)	P.F. Aylesworth
2:00 p.m.	Appointments	

July 31

9:00 a.m.	Evaluation	Thelma Dreis
1:00 p.m.	Graduation	

4/ The purpose of the seminar was to help each participant think through his experience in the course and fix more firmly in his mind the principal points applicable to his situation. The outline for presentation covered the following: 1) what I plan to do to share or apply what I learned; 2) how does what I learn relate to my situation and problem?; 3) what part of the problem will I attempt to solve--what are some of the steps toward solution?; 4) how I plan to do it (specific steps). Each participant presented an outline of his plans for effecting the training provided upon returning to his country.

The Importance of Public Administration

D. A. Fitzgerald

Public administration is the organization, management and direction of people. It aims at securing through good leadership an effective and significant contribution to an objective by all the associates and subordinates of a specific institution and at all levels of responsibility. This involves the study of anthropology, psychology and other behavioral sciences.

The whole field of public administration, particularly in agriculture, is the most important and difficult in which to develop expertise of which the recipient is the farmer. Because agriculture is inescapably the most important feature in the over-all economy of developing countries, effectiveness of public administration is without question of paramount importance. It is inadvisable to import wholesale all methods and techniques used in the United States into other countries; rather one must select only those methods which could be adapted and applied most effectively.

Management: Planning and Organization

"The ultimate source of good management for anyone may lie not so much in the knowledge of how to handle machines and financial capital, but rather in the knowledge of people, the modes of their behavior, the concepts that motivate them, and the reflection of those concepts in the characteristics of the institutions they have evolved." ^{1/}
Public administration, therefore, in this sense means the handling of people, and in the field of agriculture, involves also the kind and character of leadership people are provided with.

Agriculture unlike industry does not lend itself readily to large organizations because the Law of Diminishing Returns begins to play much earlier. All large organizational structures are subject to a number of limitations:

- (1) It becomes increasingly more difficult to maintain effective staff relations as well as sustained efficiency.
- (2) As time goes on there is an apparent loss of enthusiasm and vigor.
- (3) Methods become routine and the old and out-moded ways and attitudes are hard to change.

The important concepts in Public Administration planning are:

- (1) Fixing a fairly clearly defined objective.
- (2) Executing programs in close association with the total activities of the agency, incorporating practical and theoretical ideas together.

- (3) Being able to use alternative programs in the decision-making process.
- (4) Fitting agricultural development into the over-all economy of the country.

The concepts important to the organization in an institution are:

- (1) Impossibility of finding one best way of organizing.
Reorganization hardly ever solves matters of substance.
- (2) Securing a structure which allows effective contributions of the members.

Leadership

Leadership is a major consideration in effective administration. The characteristics of a good leader are:

- (1) To instill vitality of purpose in his associates and subordinates.
- (2) To decide the best course of action in making change by putting the broadest interests of the organization first but at the same time with due consideration to those affected by the change.
- (3) To lead rather than to instruct.

Notes by George R. Onaba

¹/ C. Brown, "The Importance of Management in Development",
The Development Research Digest. Vol. II, No. 4, April 1964

Organization and Functions of the USDA

P. F. Aylesworth

Background

The Department of Agriculture was created by an act of Congress on May 15, 1862. The purpose of the Department was "to acquire and diffuse among the people of the United States useful information of subjects connected with agriculture." 1/ That same year two other acts were passed--the Land-Grant College Act which endowed the colleges with 11,000,000 acres of public lands; the Homestead Act which made provision for giving freehold farmers 160 acres each from the public domain who could make homes and till the soil for five years.

Growth of the Department

Recognition was given to problems which arose (animal and plant ills, insect infestations, dust storms, drought, floods, rapid rise of technology) and acts were passed authorizing additional functions or expanding existing ones. The Department has ascended to its present state as the nation developed and demands for services by the people of the nation increased.

The Department of Agriculture Today

The organization of the USDA is decentralized with only about 15% of the 80,000 full time employees located in Washington and at the Agricultural Research Center, Beltsville, Maryland. The balance is in the field at about 4,000 operating locations. The organization might be compared to a wheel, with federal agencies at the hub and their field locations as the spokes that support and serve as a connecting link with the people that are served. The work of the Department is done in the fields, in the laboratories, and in the market places.

Delegation of authority is necessary for decentralized operation. Many activities are directed from the state, area or regional offices. Great reliance is placed on written instructions, manuals of instruction, and handbooks for adherence to policy guidance. To the extent possible, decisions are made at levels of organization closest to the clientele served.

The Department organization provides for policy direction from the Office of the Secretary and for program performance in the operating agencies. Agencies of the Department consult with many citizens in administering varying aspects of USDA programs. Coordinating devices are used to strengthen department operations.

Organization of the Department

The organization of the U.S. Department of Agriculture was presented from a public administration viewpoint as to how the different functions might be grouped into an organizational pattern.

Research -- Research is conducted by several agencies in the Department. This includes: physical and biological, farm management, soil, water and timber use and conservation, marketing, human nutrition and home economics, and economic research and statistical analysis. The research is carried on in close cooperation with state experiment stations and other public and private agencies. (Agencies: Agricultural Research Service, Cooperative State Research Service, Agricultural Marketing Service, Farmer Cooperative Service, Economic Research Service, Statistical Reporting Service and Forest Service.)

Regulatory -- Regulatory activities are directed toward insect and plant disease controls preventing the introduction and spread of livestock diseases, and their eradication. Inspection of meat for wholesomeness is also included. (Agencies: Agricultural Research Service, Agricultural Marketing Service, Commodity Exchange Authority.)

Education and Information -- The responsibility of bringing understanding of the results of research and the possibilities of programs administered by the Department falls in this area. (Agencies: Federal Extension Service and the Office of Information.)

Marketing -- Marketing and distribution functions such as market news, grading, inspection, and maintenance of standards are included. (Agencies: Agricultural Marketing Service and Foreign Agricultural Service.)

Conservation -- The work involves a national program of cost-sharing with farmers for soil and water conservation practices, technical assistance in soil and water conservation, and conservation of forests and related range and water resources. (Agencies: Agricultural Stabilization and Conservation Service, Forest Service and Soil Conservation Service.)

Stabilization -- This involves price support operations and crop insurance programs. (Agencies: Agricultural Stabilization and Conservation Service and Federal Crop Insurance Corporation.)

Credit -- These programs supplement private sources of credit where necessary. (Agencies: Farmers Home Administration and Rural Electrification Administration.)

Notes by Seref Alemdag

1/ "The U.S. Department of Agriculture--How It Serves You", USDA
January 1964;

"A Guide to Understanding the USDA", Extension Service Review, May 1964
"Agriculture-USA", movie.

Administration Related to Environment

A. H. Maunder

There are certain principles or consideration in public administration. Application of these principles must be adapted or adjusted to differing situations to maintain efficiency. The function of public administration is to achieve the policy and goals set forth. These policies are generally those which bring about physical, social, intellectual and institutional change.

An administrator operates within a very definite framework of limitations:

1. The scope of responsibility and authority.
2. Organization of the government; degree of centralization.
3. The social, cultural and political system of the country.
4. The level of public education.
5. The available resources, e.g., money and personnel as well as physical and technical resources.
6. A moral code or system of values.

These limitations are not static. Administration must change with the changing situations. Systems of administration have evolved through the years largely as a result of trial and error.

The role of government has changed from direction and control to that of serving the people. Public administration has evolved changes as well. Adjustments must be continually made in application to adapt to national and local situations. Even though compromise may be involved, principle often remains.

Principles of administration:

1. Decentralization of responsibility and authority.
 - a. Advantages.
 - (1) Allows flexibility to fit the needs of varying situations.
 - (2) Encourages initiative and effort.
 - (3) Greater public acceptance of programs.
 - b. Conditions which make it easier for decentralization are:
 - (1) System of local self government.
 - (2) Literate population with experience.
 - (3) Effective communication.
 - (4) Code of honesty of public officials.
 - (5) Tax system base to support institutions and services.
2. Organization of agricultural service.
 - a. Allocations of resources to specific services.
 - b. Coordination of related functions and application of related technology.
 - c. Education and regulatory work to be kept separated.
 - d. Separation of education and operational services.

3. Training of personnel.

- a. Technical education and skills in agricultural practice.
- b. Administrative work: most failures are not caused by lack of technical training, but by lack of methods of doing the job.

4. Priorities;

- a. Real incentive must be available for change.
- b. Administration must determine the priority of action if limited funds and personnel exist.

5. Motivation.

- a. Man must be properly motivated to contribute the best of his talents to the organization.
- b. Basic needs of man which induce man to want to change:

- Fulfillment
- Recognition
- Group acceptance
- Security
- Survival

It is very seldom that a man fails because of lack of technical competence. If he fails it is because of human relations. Good people with the right attitudes can make a bad organization work, but it is easier if there is a good organization.

Notes by Mohamed Jama

Seminar: Identifying Administrative Objectives
and Problems

These are the major problems which were brought out in the presentations of the participants during the Comparative Administrative Environment Seminars (see footnote of program p. 6).

1. Fiscal management of funds for agricultural education programs (Extension) creates a problem of good practical planning and operation.
 - a. Funds controlled by an outside source can warp the program operation.
 - b. Insuring good management of funds in the operating agency relates to the degree of trust the administrator has in the organization.
2. The organization should be appropriate to the actual needs of the country.
 - a. Good organization is needed to make best use of available resources including personnel.
 - b. Structure should be based on the needs of the environment.
3. There is need for people of the right skills and improved pre-service and in-service training.
 - a. Disruption of in-service training schedule.
 - b. Misuse of trained personnel.
 - c. Lack of incentive for trained personnel.
 - d. Priority given to education and training or to experience.
 - e. Antagonism between the staff of little education and the newly graduated university staff.
 - f. Lack of continuity in service of good men.
 - g. Private enterprise competing with government.
 - h. Lack of lower trained men in research and extension.
4. Need for additional resources and greater development of marketing facilities and related industry.
5. Need for greater decentralization and delegation of authority along with responsibility.
 - a. Responsibility and authority in any setting are closely tied together.
 - b. Delegation and recognition should operate at every level.
6. Need for better coordination among various agencies and organizations.
 - a. Meaning and need of coordination.
 - b. Methods of bringing in proper coordination.
 - c. Difference between coordination, subordination and integration.

7. Needs for leadership in personnel management in working with staff.
 - a. The diversity of education offered in different universities makes it difficult to establish criteria for recruitment.
 - b. Less qualified individuals block positions for experienced, well trained men.
 - c. Problem of administration staff background: whether a technical or a liberal education is better for administrators.
8. How to communicate ideas and suggestions from the lower staff levels to the policy level.

Policy Making and Program Planning

Gale Vandeberg

The association of policy making and program planning is made because it is the main responsibility of the administrator to see that the program concepts will execute most efficiently and effectively the over-all objectives of the organization.

The central responsibility of administrators is to insure the kind of program planning concepts and procedures that will make the most effective use of resources in carrying out the objectives of the agency.

Policy making is not an end in itself. Policies provide guidelines, consistency, a base for procedural judgment.

- (a) They do not eliminate judgment.
- (b) They do not provide the detail of procedure.
- (c) They are not hard rules or laws.
- (d) They are in constant need of study and change as the setting changes in which the organization functions.
- (e) They provide a base, a supportive foundation, a framework for action.

Basic Philosophies Relating to Policy Formation

Policy, in general, affects the quality and quantity of the staff's output; it provides a continuity and the framework for procedural judgment and effective program action. Policies influence the planning concepts and procedures which staff members incorporate into their program planning endeavors. For this reason it is vital that the staff member fully understand the policies of his organization.

Policies and their development reflect a personal administrative philosophy. The areas which demonstrate this philosophy are:

- (1) the degree of autocracy or democracy in the organization
- (2) the degree of responsibility vested in each individual staff member
- (3) the importance placed upon the individuality and personal development of the staff member and
- (4) the attitude toward and confidence in the clientele.

Basic Tenets Affecting Program Procedure

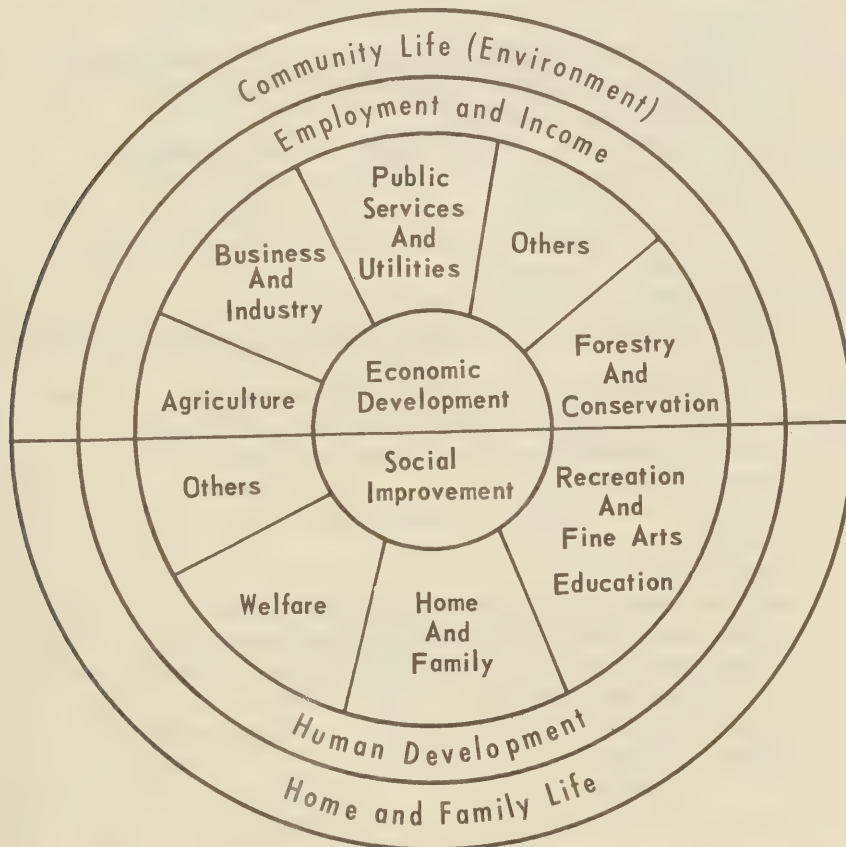
Program is what the staff is doing. It must be action oriented and based upon the needs and interests of the people. Because society is continually changing, programs must be flexible according to the constant demands of the clientele. Also, that which is planned is not always the program. Evaluation is, therefore, an integral part of program planning.

The program is an educational process. Involvement of local interests with the professional staff is the best way to guarantee an effective program and complete cooperation on all levels. Another aspect of this

important concept is to allow decision-making to take place as close as possible to the level of operation affected by the decision. If staff members are involved in policy formulation and planning, if they cooperate by agreement rather than compulsion, and if the program development is the group's rather than a particular individual's, then successful operation is insured. Coordination with other agencies is the other aspect of involvement and decision-making which allows for more efficient and faster action.

Planning Process

An illustration of the planning process was given using the factors considered in the "Whole Community" concept of man's economic and social development. The diagram shows man's objectives in the outer circle, the avenues to them in the second circle, and the interrelated segments of today's socio-economic world through which the objectives are attained.



Economic development and social improvements are implied as being of equal significance to man rather than a major focus on economic development as is often implied. Where once agriculture and the forests and the home were the major influences on man's employment and development, there are now numerous related sectors of the economic and social world influencing man's development and environment, and they all must be considered in comprehensive planning for the most effective results.

Notes by Sami Sagkal

Program Development and Evaluation

Patrick G. Boyle

I. Role of the Administrator in Program Development

A. Responsibilities -- The administrator has the overall responsibility for the development of the program. He provides:

1. Leadership
2. Interpretation of overall policy of the organization
3. Procedures for planning
4. Training for staff

B. Conditions for Development -- Certain conditions need to be observed to develop the plan for total economic and social improvement:

1. A common understanding among staff of the planning process
2. A common agreement on objectives, procedures and responsibilities in planning
3. Clearly spelled out functions of committees
4. Pre-planning by staff agents at each step in the process to remove hazards
5. Early involvement, understanding and approval by local government agencies
6. Favorable attitude toward program by other related agencies.
7. Suggestions from related agencies involved in the planning process
8. Intensive involvement of local staff and resource people in the planning process
9. Special orientation for committee members to explain program objectives
10. Focusing on special program areas for study by committee members
11. Appropriate scientific and social facts applied by the committee when identifying problems (human and material)
12. Consideration of availability of resources
13. Priorities and long term objectives clearly specified in the written plan
14. A well publicized final plan for the professional and local leaders

C. Two Factors Necessary to Implement Conditions

1. Development of an organizational structure
2. Assignment of certain roles to local citizens, staff and other agency personnel in the planning process.

II. Role of Local Community Representatives

- A. The Local Government must be the official sponsor and general promoter of the plan by acting as:
 - 1. Consultant
 - 2. Awarder of promotions
 - 3. Financial contributor
 - 4. Recognizer of outstanding contributions
- B. The Supervisor's Role is directed more toward the initial preparation and introduction of the plan as:
 - 1. Initiator
 - 2. Trainer of local staff
 - 3. Legitim�er
 - 4. Liaison between specialists and local agents
- C. The Local Staff have the responsibility of ensuring smooth working and effective operation of the program in:
 - 1. Organization of resources and personnel
 - 2. Coordination
 - 3. Communication
 - 4. Recognition
- D. The Specialists provide data, technical training and advice in making their contribution in the total planning effort.

Once plans are adapted, annual plans of work and major project plans for further development should be made to keep the program in motion and in line with the local community growth.

III. Evaluation

Evaluation is done by the administrator in every step of the decision-making process. In evaluating the program two evidences should be looked for: (1) changes in behavior, attitudes and practices, and (2) the degree of participation. Evaluation is an attempt to determine the consequences of action taken to attain the objective by weighing and interpreting what should be (the objective) with what is (the evidence).

Summary

- 1. The effectiveness of an evaluation effort is enhanced when any reluctance to evaluate is eliminated.
- 2. Evaluation is a tool to point weaknesses and possible improvements in giving direction.

3. The effectiveness of an evaluation effort is also enhanced when learners take part in the evaluation.
4. Other kinds of evidence are also important in an evaluation besides objective data.
5. Evaluation is most meaningful if it is an integral part of the program and over a continuous period of time.
6. The validity of information collected is increased when benchmark evidence is available.

Notes by Abdalla Heidoub

Assembling and Organizing Resources

Alton C. Johnson

Jane S. Klingman

I. Theory

There are three basic theories which will provide a framework of reference for forming a workable system of operations management.

- A. Scientific Management which entails (1) defining the problem, (2) getting the facts, (3) determining alternatives and priorities, (4) action, and (5) follow-up.
- B. Behavioral Organization Theory which deals mostly with people's actions (based on the assumption that they want to improve), and how to best manipulate their actions for the good of the organization.
- C. Systems Theory and Management emphasizes feedback on which the administrator takes action to correct rather than to dominate. "The best manager is one who manages least."

II. Basic Concepts

Assembling and organizing resources entails three interrelated concepts:



A. Planning

- 1. Objectives - determination of the starting point
- 2. Policy - a guide for actions
- 3. Program - an indication of the kind of personnel needed
- 4. Organization - a planning document to be implemented

B. Implementation

- 1. Resources - knowing the means, quality, and compensations available
- 2. Leadership
- 3. Behavior - an example by the administrator for the staff
- 4. Integration - linking together environment, facilities and administration

C. Control

1. Direction
2. Supervision
3. Review
4. Correction

Delegation of responsibility and authority to all levels of the organization is the coordinating factor which unites planning, implementation, and control for efficient operation.

III. Specific Application

- A. Communications is a most vital element in organizing resources. Some ideas to remember are:

1. One can control what he says but not what is heard
2. People tend to hear what they want to hear
3. Clarification can be ensured by having the subordinate reiterate his interpretation of what he has just heard.

B. Planning

1. Do not confuse dreams with plans
2. Know resources and work within the capacities and capabilities of the staff
3. Limit plan to what can be accomplished
4. Consider informal organization when planning

C. Control

An administrator's job is primarily one of a teacher. He cannot do anything alone though he has the final responsibility for planning. He must work through direct (overt) and indirect control (resting on his subordinates). Control is doing all that is possible to make performance according to the plan and meeting the standards of the organization at the same time.

Notes by Luis O. Ferreira

Staffing and Personnel Development

Alton C. Johnson

I. Personnel Philosophy

It is generally agreed that the quality of staff in an organization is one of the most important factors necessary for success. The biggest job facing an administrator is to secure, develop, utilize, and retain the services of highly qualified staff in order to achieve the objectives of his organization. By helping them to develop their latent capabilities, and by applying their talents to the best interests of the institution, the supervisor would not only be improving general efficiency of the staff, but would also be making it possible for them to achieve their personal goals.

Through the efforts of the behavioral scientists, motivation has been studied and acknowledged as an essential human factor controlling his actions. Despite its complexities, the role of supervisor in giving adequate recognition to the dignity of each member of staff by ensuring fair and equitable treatment at all times is closely related to their reactions in various matters concerning their work.

The aims of both groups may be classified as follows:

1. The objectives of the administrator:
 - a. Providing services and maintaining or improving the quality of the product
 - b. Stimulating the growth and ensuring the continuity of the organization
 - c. Giving due regard to cost
2. The objectives of employees:
 - a. Meeting their basic needs for food, clothing and shelter
 - b. Meeting social and other needs, such as security

Certain objectives are shared by both groups, such as growth and continuity of the institution.

II. Responsibilities of the Personnel Manager

1. Recruitment, selection and placement
2. Coordination of the training program in relation to the various aspects of the personnel program
3. Evaluation of staff performance
4. Coordination of supervision and training
5. Coordination of the budget and supervisory activities
6. Maintaining accurate and comprehensive records
7. Keeping proper communication within the organization
8. Morale building and personnel growth of staff members
9. Evaluation of the overall personnel situation

III. Decisions in Staffing

- A. Consideration of whether the organization is adequately staffed
 - 1. Objectives
 - 2. Available resources
 - 3. Quantity and quality of persons needed
- B. Two general approaches to personnel management
 - 1. Program staffing--employment of personnel to carry out a specific program with emphasis on his performance and short-term benefits
 - 2. Career staffing--employment of staff on a permanent or pensionable basis
- C. Job Description

It must be remembered that in a structured organization, the employee is generally assigned to the job. Therefore, an analysis of the job requirements is very important, for communicating responsibilities, training and judging performance and development of employee as well as helping to fill the position with the right person.

The job description should include:

- 1. Brief statement of the objective and purposes of the job.
- 2. The title of the job
- 3. The duties to be performed
- 4. The responsibilities involved
- 5. The characteristics or abilities needed

Notes by V. O. Chukwueke

Recruitment, Selection and Placement of Personnel

J. M. Mackey

Recruitment

The aim for recruitment is to fill existing vacancies with the best people possible. To be effective recruitment should be a planned and continuous program and should be done on up-to-date job descriptions. The usual source for recruitment for higher posts is from within the organization unless introduction of new blood is thought to be necessary. For lower posts all outside sources should be tapped, e.g., (a) recommendations from present employees, (b) unsolicited applications, (c) employment agencies, (d) advertising, (e) re-employment of former employees, (f) other organizations, and (g) college graduates.

Selection

A. Aids to Make Personnel Selections

1. Application Form -- Only relevant information that can be effectively used should be asked for
2. The Reference Letter or Sheet -- Preferable in a simple form that specifies the information required
3. Telephone Conversation -- Used for references when information given is not sufficient
4. Personal Interview -- Preferably in an informal way
5. Tests -- Technical or otherwise (if necessary)

B. Desirable Factors to Consider in Selection

1. Ability to perform
2. Technical competency and education
3. Interests in the organization or job and motivational factors.
4. Working relations and attitudinal factors
5. Ability to organize and plan
6. Potential interest in professional improvement and future growth

C. Selection Procedure

1. Selection should preferably be made by a committee including the direct supervisor for the post to be filled.
2. The group interview helps to create an easy and informal atmosphere
3. Check applicant's background and references
4. Physical examination and testing if necessary

Interviewers should bear in mind that applicant will need to know as much as possible about the organization and conditions of employment before deciding to take the job or otherwise.

Placement

- A. To make the best use of existing personnel the right man should be put in the right job
- B. Goals which are to be achieved should be set within reasonable reach of the individual concerned as nothing succeeds like success
- C. When a man enters an organization he is entering a total environment. Once he has been placed he can progress either horizontally (salary increase or different responsibilities) or vertically (increased responsibilities and authority).

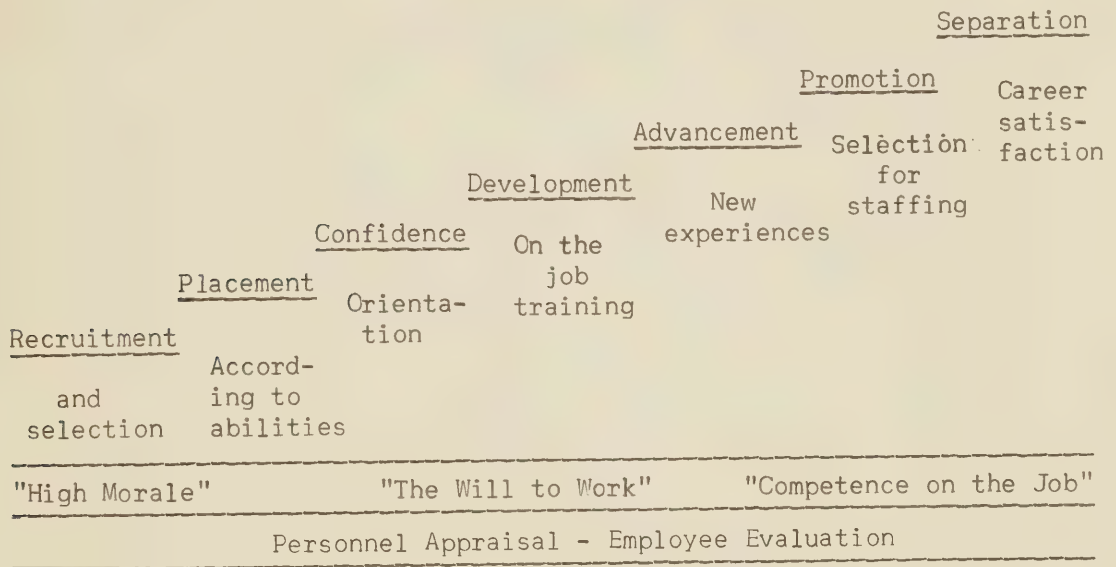
Notes by Abdel Rahim El-Amin

Personnel Appraisal, Professional Improvement and Training

J. M. Mackey

I. Personnel Appraisal

Evaluation is a continuing process. It is the responsibility of all administrators to guide this process at every level of operation for the benefit of both the employee and the organization. Personnel appraisal is an attempt to determine present and potential performance as well as acting as a motivation.



A. Purpose of Personnel Appraisal

1. Identify employee's weaknesses which determines training needs
2. To provide a basis for necessary salary adjustments
3. To identify those individuals who should be promoted
4. To provide a base for professional improvement

B. Advantages of Appraisal Programs

Advantages to the employee:

1. Aids in increasing morale
2. Increases confidence in management
3. Aids in finding hidden talents
4. Reveals weaknesses
5. Serves to indicate progress and provides a basis for future growth

Advantages to the supervisor:

1. Recognition of hidden talents
2. Get to know employees better and become aware of their strengths and weaknesses
3. Improves relations between supervisor and employees
4. Provides information to use in developing in-service training

C. Guiding Principles or Concepts in Developing an Appraisal Program

1. Top administrators must be sincerely interested in the personnel appraisal program
2. Administrators should thoroughly understand how the plan operates and what it requires
3. The plan should be geared to the organization's own needs
4. The plan should provide for effective and efficient administration
5. In developing the plan, the judgment of all segments of the staff and relations of each one to another should be taken into account
6. The plan should be based upon reliable factors
7. Every appraisal program should be flexible
8. The person being evaluated should be known by the person making the evaluation

The ability of all employees to perform depends, to a large degree, upon their opportunities to learn and to be trained for a particular job. Each department has its own objectives and goals. These must be explained to the employee so that he understands his role in the overall organization. The administrator must give the employee ample opportunity to question, to show his individual interests and to express his own ideas. Furthermore, he must permit the employee to make mistakes, especially the new employee, and he must give him on-the-job training and guidance so that he will not repeat these mistakes.

D. How to Make Personnel Evaluations

1. Personal opinion
2. Comparison between two individuals
3. Relate to an ideal
4. Critical incidents

E. What to Evaluate

1. Job performance of the individual in terms of the job description
2. How well is he doing
3. Consideration to seniority or tenure
4. Observation of basic traits or intrinsic personal abilities or qualities in the individual

F. Errors to Avoid in Making a Personnel Appraisal

1. The "halo" effect--the momentary good impressions
2. A central tendency to evaluate everyone as average
3. A constant error built in, e.g., a petty requirement as penmanship
4. Logical errors as failure to consider differences between jobs, or the varying standard for the long job durations against the new on-the-job man.

G. Conditions of Effective Appraisal

1. Appraisal is made in a private situation and on the job
2. Continuous process formalized at least once a year
3. Search for new instruments to assist in making the appraisal more accurate
4. Discuss the results with the employee:
 - a. Preparation of supervisor and employee in advance
 - b. Use constructive criticism to work out a plan of improvement
 - c. Listen to his side of the story first
 - d. Leave with a positive situation

II. Training and Professional Improvement

**If personnel appraisal is continuous, then training and professional improvement is likewise continuous. Learning is a life-time project. Administrators should continue to grow mentally and professionally. They need to keep up with the developments in their field; as teachers, they must be able to impart to others the information and knowledge they will need and to train others to succeed them if promoted. Training needs may be determined by staff appraisals.

A. Orientation:

1. Make the employee feel a part of the organization and acquaint him with its members
2. He should feel that his work is meaningful and worthwhile
3. Develop desirable attitudes and work habits
4. Outline a program to cover describing the job, the rights and services and conditions of employment

B. Pre-Service training (induction)

1. Work with someone in a comparable position
2. Work under the guidance of the supervisor who will be responsible later
3. Have the trainee:
 - a. Observe and make an analysis of the trainer's work
 - b. Read reference material dealing with the activity
 - c. Perform the activity with experienced person observing
 - d. Analyze the results with the trainer to help improve the trainee's performance
 - e. Carry out activities on his own

C. In-service Training

**The policy and philosophy of the agency should be put in writing and made available to staff members. The training policy should include:

1. A definite statement on the intent to train and the purposes of training
2. Assignment of training responsibilities to staff
3. Types of training which are to be offered to all recruits
4. Provision for determining in-service training and their priorities
5. Evaluation of training programs
6. Incentives and recognition of those trained

Notes by Regulo D. Bala

**Noted in A. C. Johnson's presentation but inserted here for clearer organization of the material on personnel.

Reporting and Program Relationships

Harold Swanson

Audience

In reporting, determining the audience is very important. It can be the farmer, the general public, organizational officials, or subordinates and colleagues to name just a few examples.

Problems

There are many varying problems in reporting which one must take into consideration. Time, lack of material equipment, language, need for more training, trouble with officials, audiences' attitudes toward the subject, gaining interest and motivation are just a few of the problems.

Barriers to Communication

1. Let the facts speak for themselves
2. Employees should be seen and not heard
3. Let sleeping snakes lie
4. The more the better
5. No news is good news
6. Expediency
7. Flattery will get you somewhere
8. Over persuasiveness
9. Blow-up (temper)
10. Prejudices
11. Pessimism
12. Over-optimism (everything is pink)
13. Misunderstanding
14. Behind dark glasses

Arts of Communication

There are three important attributes in the art of communication:

1. Listening: reserve judgment, do not probe, be attentive, take time to understand.
2. Understanding: it is important to realize that individuals have different motives, backgrounds and experiences. Words which have a certain meaning to one person may not mean the same to another.
3. Expression: get a two-way communication at the proper time, in the proper place, in as simple and realistic way as possible.

Do unto others as they would have you do unto them. This is the secret in communication.

Public Relations

1. There are three variables in public relations which are important to consider: a) adjustment to the public, b) clear information about the organization and c) persuasion.
2. The following steps are useful in any public relations effort:
a) define your objectives, b) research your audience, c) modify your objectives to be more realistic, d) decide on strategy, e) outline your steps, f) carry out the plan.

The Communication Process

Source

Attitudes
Knowledge
Social-cultural context
Communication skills

Message

Elements
Structure
Content
Treatment

Channel

Seeing
Hearing
Touching
Smelling
Tasting

Receives

Knowledge
Social-cultural context
Attitudes
Communication skills

Notes by Mirghani Mahgoub

Analyzing Administrative Problems

John M. Hunger

Administration is a process; decision-making is at the heart of this process. Properly channeled, this continual decision-making process should be traced from the bottom to the top levels of administration. Elements of decision-making are:

1. Setting or environment
2. Agency objectives or goals
3. Alternative solutions available
4. Time involved for decision
5. Choice
6. Consequences and evaluation

Dimensions of Decision-Making

Decisions are limited by many factors which influence the relative importance of the above elements in the decision-making process. They are:

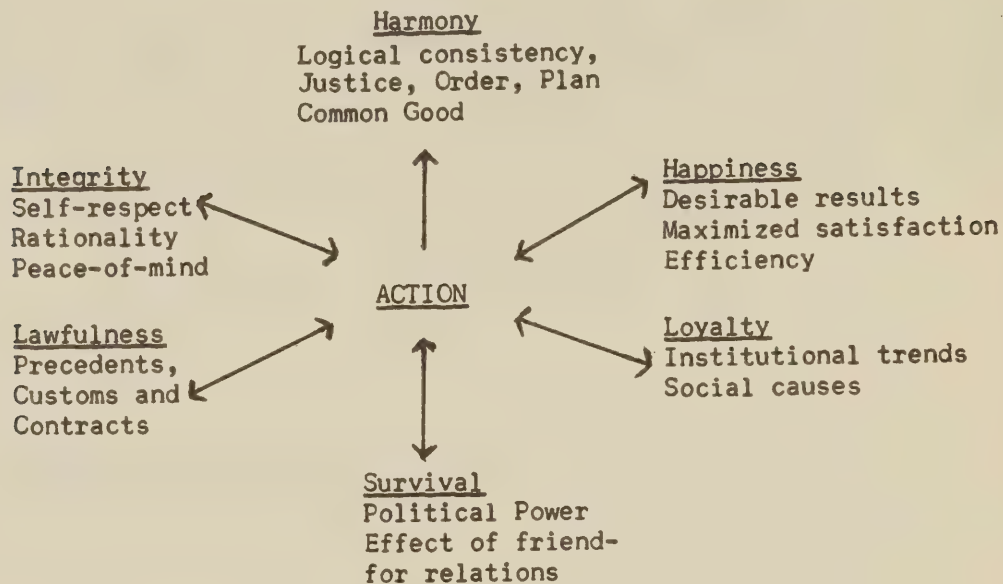
1. The importance of the decision to the agency
2. Its effect on the organization's work and future decisions
3. Issues involved in relation to goals, commitments, and preferences
4. The origin of the problem and how it is formulated
5. The process and phrasing in decision-making
6. The flow of information and availability of time
7. The formulation of decisions for implementation

Decisions are not only limited by the organizational structure, the values of the individual, but also the consequences of the action. The areas that must be noted in considering the effects of the decision are: (a) judgment and creativity of the administrator, (b) the type of individuals who will be selected to help, (c) the sources and validity of the information available and (d) the kinds of change in work assignments and responsibilities.

Values and the Decision Maker

The significant otherstheory involves the question of which values hold the greatest importance for the decision maker. It is based on the premise that everyone needs and seeks the approval of other people. Men high in the hierarchy of the organization have more significant others (SO) inside the agency, and, therefore, feel a greater loyalty toward the institution. Men who are of lesser rank in the organization seem to have more SO outside the agency. This diversity of values and attachments tends to allow for a lesser attachment to the organization. Thus, the administrator who has a varied system of values depending on many SO outside the organization finds certain

decisions very difficult to make because he encounters many conflicts as can be seen in the following diagram:



Guidelines for Change

Practical hints for administrative changes are as follows:

1. The authority should be held in high personal regard by the group which is affected by the change.
2. The authority should realize the stake that the group members have in the organization.
3. The members involved in the change must see the need for the change.
4. The change should not affect the working positions of only a section of the group but it should be universal. Double standards should not exist for certain members of the organization.
5. It should be realized that an organization is a network of human interactions. The change in one part will affect the other components.

Notes by Bhoj Raj Singh

Developing Solutions to Administrative Problems

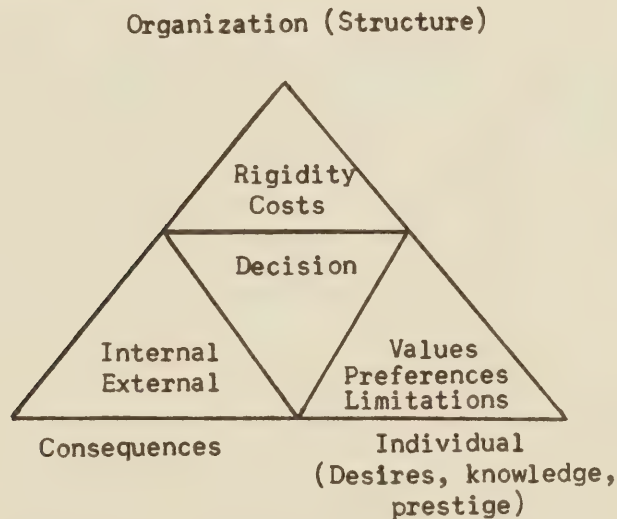
John M. Hunger

Developing solutions to a problem leads to decision-making and to its implementation. Administrative decision-making is an institutionalized process and has many dimensions.

A. Factors to be considered:

1. Goals, structure and place of authority in the organization are important considerations in analyzing the type of decision made, and who makes it.
2. Before analyzing an organizational problem one has to know the present conditions and actual situations of the agency.
3. Does the decision require a structural or unstructural change in the organization?
4. Positive and negative factors as well as alternatives should be considered: civil liability, criminal liability, precedent, financial position, internal relations, administrative problems, operations, efficiency, departmental resources, and public relations.

B. Ability to Make Decisions



C. Steps in the Decision-Making Process

1. Clarification of the problem
2. Research and analysis of the findings
3. Identification of alternatives
4. Evaluation of considerations
5. Selection between alternatives
6. Final decision -- implementation
7. Follow-up

D. Decision Problem

The problem of decentralization and delegation of authority along with responsibility was used as a case example. Following are the major points:

1. Keys or factors for decentralizing and delegating the authority to be considered: structure, reorganization, identifying the goals of the agency, staffing and job description, communication channels, training, reviewing span of control, resources available, and relationship with other agencies.
2. Alternatives for implementation to be considered: slow change, immediate change (people do not like frequent replacements), extent of delegation (pilot project or agency wide), defer implementation, or a combination of a slow and immediate change.

Notes by S.M. Sadrettin Erkilic

The Administrator's Role--Decision-Making

Robert C. Clark

I. Concepts in Decision-Making

Authority and responsibility are two main factors in which each segment of the organization should play their own role in accordance with the requirements of their own work areas. Need for better coordination is another factor relevant to a good administration.

A. Meaning of Decision-Making

Every decision involves facts and values. It becomes a conscious selection of one behavior alternative over another. Decision-making is defined to mean not only the decision, but also the acts necessary to put the decision into operation (implementation). Thus, decision-making is not just a single step, but a series of steps--a continuous process.

B. Decision-Making as a Basic Function of Administration

The principal responsibility of administration is reaching the decision instead of making the decision. The more involved the administrator in the decision-making process rather than in the actual decision, the more effective the decision and the better accepted the administrator. The executive, therefore, should be the catalyst, synthesizing and refining the ideas of others and disposing of them in accordance with the objectives of the organization. The specific function of the administrator is to develop and regulate the decision-making process in the most effective manner.

From the viewpoint of the staff worker, the more involved his rôle in the decision-making process, the greater his morale and his sense of pride in belonging to the organization. The diagram that follows describes some of the relations concerning morale and productivity of the staff to their part in the making of a decision.

Morale and Productivity of Participants

<i>Decision and Control by Leader</i>				<i>Conjunction with the Leader</i>	
<i>Participation of the Group in</i>				<i>Apart from the Group</i>	
Submits	Conforms	Agrees	Persuaded	Identifies Himself with the Enterprise	Individual Becomes the Enterprise
Obeys without question	Complies even if not in agreement		Logic and emotional appeal used	Is consulted, offers suggestions, helps to decide	
Forced	Obligated	Consents	Sold	Consulted	Controls

Besides the correlation between morale and participation, decentralization has other positive aspects: (1) the person nearest the problem best knows the situation and possible consequences of alternative decisions, (2) decentralization leaves more of the top administrator's time for more important decisions, (3) the referral of decision upward in the hierarchy introduces new money and time costs into the decision-making process.

II. The Decision-Making Process

In the decision-making process the administrator must: (1) recognize, define and limit the problem, (2) analyze and evaluate the problem, (3) establish criteria or standards, (4) collect relevant data free from bias, (5) formulate and select the preferred solution, and (6) put into effect the preferred solution.

A. Propositions in Decision-Making -- What Constitutes a Good Decision

1. Is it accepted?
2. Are the people enthusiastic about it?
3. Is the goal accomplished? Is the new method more efficient?

B. Key Points to be Considered

1. Decisions should be made on the real facts. It is related to the needs of the problem
2. Decisions should be flexible to continue in their usefulness
3. The formal and informal structure of an organization should be considered when making the decision

C. Sources of Authority

1. Law and institutional policies
2. Resources--money
3. Knowledge--know-how
4. Position
5. Situation--effective leadership ability to fit within the situation

We rely less upon law and the other sources today and more on knowledge and situation. Effective leadership is achieved when one summarizes all the points and picks out some ways of solution that everyone accepts.

Notes by Kemal Gokcora

Problem Solving Cases

Basic administrative problems were selected and simulated decision-making situations were created in each of the following cases:

Case Study #1 -- Planning

This case study deals with a problem of planning--that of delaying the rice planting time for a month to escape the blight and permit its eradication. Compliance with the policy is to be carried out by voluntary cooperation. District officers are responsible for developing a program for implementing the policy. What steps does the district officer take to implement the new policy, bearing in mind the following factors:

- (a) Farmers are likely to be reluctant to change the traditional planting date.
- (b) Some crop loss can be expected from late planting.
- (c) Rice mill owners will perhaps oppose the policy.
- (d) Farmers depend on using school children for light labor in planting, but the children will be back in school full time if planting is delayed a month.
- (e) Farmers who ignore the policy and plant early may make a huge profit by having an early harvest.

The Director of the Field Service is faced with a problem in one district where a field officer has requested that his district be exempted from the policy changing the planting date for rice. What action should the Director take in terms of the program and action regarding the field officer's transfer, dismissal, or special assistance?

Case Study #2 -- Organization

This case study involves a problem of organization--that of the addition of an entirely new function to governmental responsibilities. The function is to develop and operate a facility for desalinating sea water for multi-purpose use--agricultural, industrial, domestic. The task is to prepare a recommended administrative organization for the new function.

Consideration was given to such questions as:

- 1. Who does agency head report to?
- 2. Where are decisions made about allocation of water among types of uses?
- 3. Where are decisions made about how much water a farmer gets, how he gets it, how he may be deprived of it?
- 4. Where are budgetary and personnel decisions made?

Case Study #3 -- Staffing

This case study deals with a problem of personnel staffing--the addition of a person to share the administrative load with the chief of a staff agency. The problem calls for an outline and explanation for: a) possible alternative actions, b) division of responsibilities or duties, and c) qualifications of the candidates for the position.

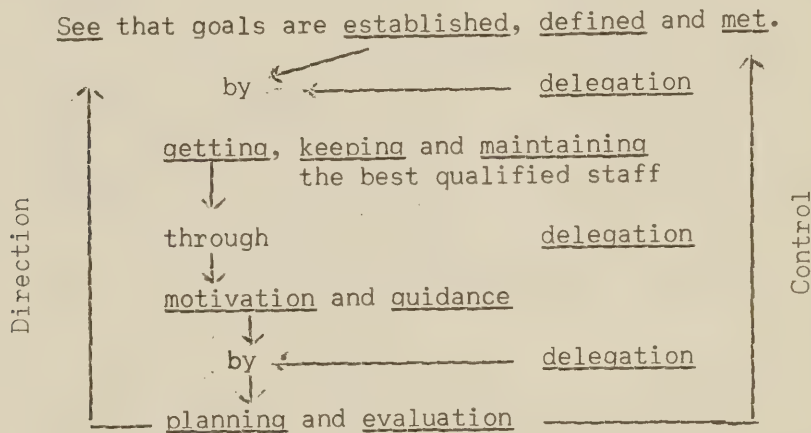
Selection of the person from the four candidates is the next step. Justification of the recommendation by the Chief and decision by the Minister constitute the concluding phases.

Applying Theory to Operation

W. E. Lavery

What an Administrator Does

The greatest challenge to an administrator is to put into practice the theoretical concepts of administration. He must provide the proper environment for leadership in developing the staff and for decision-making to be made throughout the organization. The chart below diagrams the important concepts--delegation, direction, and control--and the relation of one to the other in the practicing of public administration.



Motivation and guidance are the tools or methods in providing this proper atmosphere at all levels of operation. The goal of an administrator should be to achieve maximum sharing in the organization. The essence of decision-making is to have the decision made at the level where the problem exists. Through delegation there might be a loss of efficiency in terms of getting quick answers to the authorities, but the ultimate gain is an additional increase in the morale and motivation for all the employees of the organization.

What Are the Basic Characteristics of an Administrator

1. Creative thinking to diagnose problems, evaluate alternative solutions, and make the right decisions.
2. Ability to distinguish between the important and unimportant problems.
3. Ability to create a climate that encourages creativity in other people.
4. Ability to let people in the organization make decisions without interfering.
5. Ability to motivate people and communicate with them.

The administrator must be flexible and able to adjust his personal needs and philosophies with the personality and goals of the

organization to have productive administrative action. He must see that the proper environment is established so that the members of the organization can also coordinate these two forces (personal and organizational goals). Delegating authority and responsibility has therefore been interpreted as encouraging leadership and decision-making in all members of the organization.

Leadership Characteristics

An exercise on the study of leadership characteristics was carried out by the group. Each one was asked to choose ten from the thirty given executive characteristics.

Greatest emphasis was placed on:

1. Leadership -- sees new opportunities, receives loyalty and cooperation from others, develops others.
2. Human relations skill -- ability to motivate others to full effectiveness and to get them to work together.
3. Administrative ability -- organizes own work, delegates and follows up on program activities.
4. Intellectual ability -- ability to solve problems, to analyze and make judgments.
5. Judgment -- critical observer, arrives at sound decisions.
6. Flexibility -- adaptable, adjusts to changing conditions, copes with the unexpected.
7. Technical knowledge -- functional skills needed to carry out position requirements.
8. Motivation -- realistically ambitious, assumes greater responsibilities, has well planned goals.
9. Objectivity -- has open mind, keeps emotional or personal interest from influencing decisions.
10. Self-control -- calm and poised under pressure.

Notes by Feliciano Barrer

Role of the Supervisor

William Van Dersal

The principal role of the supervisor is that of human relations--the action and reaction between the supervisor and his people.

A. Principles of Supervision

1. People must clearly understand what is expected of them
 - a. The individual must know what his job consists of: the responsibilities and importance of his work and authorities
 - b. The individual must know the organization, its policies, the opportunities for promotion
2. People must have guidance in doing their work
 - a. They must be kept informed both on people and policy
 - b. They must be given a chance to develop techniques of how to do the job
 - c. They may have to be helped through a period of personality improvement
3. Good work should always be recognized. Common methods of recognition are:
 - a. Tell him
 - b. Write him
 - c. Promote him
 - d. Give a bonus
 - e. Award a certificate of merit
 - f. Provide medals or awards
4. Poor work deserves constructive criticism
 - a. A man must recognize that he has a fault
 - b. He must not be too discouraged when he realizes it
 - c. He must develop a desire to overcome it
 - d. Helpful advice and encouragement on progress is necessary
 - e. The level of work will increase if a person is criticized constructively and not harshly bawled out
5. People must have opportunities to show that they can accept greater responsibility
 - a. The supervisor has to make these opportunities
 - b. Each person deserves the opportunity
6. People should be encouraged to improve themselves
7. People should work in a safe and healthful environment

B. The Art of Supervising

1. Know the people in the office as well as possible
2. Know all the aspects of the job well
3. Suggestions and courteous requests are the best way to accomplish action

4. Build the people in the office into a loyal and cooperating team
5. Settle grievances impartially and fairly
6. Criticize in private

C. Being a Supervisor

Leading is hard work. It requires constant attention and personal effort to everything the people do in order to be really effective in guiding them as well as setting an example for them.

Being a supervisor is measured through:

1. His attitude toward the job and his people; interest, patience, loyalty, understanding, cooperation and objectivity
2. His personal traits: sense of humor, enthusiasm, imagination, common sense, and integrity
3. His abilities: teaching, training, communicating, organizing, and planning

A good supervisor is one who is able to get people associated with him to do an effective job. The measure of his success is to be found in how well his people do their work and how high their morale is while they do it.

Notes by Osman Alpay

Decision-Making Process

Joseph P. Loftus

I. Job of the Administrator

Decision-making is an element of the total management job in both public and private business. It requires the ability to formulate policy, communicate the decision, and motivate the people to execute the decisions effectively.

II. Decision-Making

Every decision has two elements:

1. factual element-based on experience
2. value element-based on achieving ethical considerations and standards in promoting the general welfare. Decisions call for moral standards in relation to the forces of the environment. In an organization lower levels deal with fact decisions and higher levels deal with the value decisions.

Also in the decision-making process the administrator must attempt to achieve an equilibrium or a balance between the group purpose and the individual motives. This is accomplished when he:

1. makes rational decisions consistent with a fixed value system
2. communicates the decisions to his organization
3. establishes a favorable climate for action by getting a balance between group purpose and individual motive

III. The Network

Decision-making is carried on against a background of conflicting forces often called the "Web of Influences". In making any decision the administrator must consider the goals and demands of the other agencies surrounding his own organization, the political and partisan pressures, the people within his own agency, clientele groups, and public relations. His strategy must be to reconcile, in a tolerable degree, these varied interests, and as a public servant, work for the betterment of the people.

IV. Decision-Making Shared

Decision-making is a two sided problem: institutional and individual. Individuals make the decisions, but as a responsible member of the organization. Thus, the personality of the agency is formed by the decisions made by its members. Circumstances only create the dilemma; the solution builds the character of

the organization. Consequently, the decisions made must be based on standards--those specifications essential for an acceptable solution to a problem situation.

V. Guides for Action in Decision-Making

1. Be sure a problem exists.
2. Decide if precedent can solve it.
3. Separate facts from opinions.
4. If a group decision, be sure each member has all the facts.
5. Determine a clear objective.
6. Develop alternative courses of action.
7. Determine which has best chances of success.
8. Recognize possible human and material limits on your choice of action.
9. Communicate the problem, the decision, and the policy so that your people will understand and support your action.
10. Follow up, to evaluate results and possibly to amend or revise the original decision made.

Notes by Nedim Til

Application of Administration Consistent with Culture

Afif Tannous

I. Basis for Public Administration Systems--Customs

A public administration system is the product of its culture and functions best in terms of that culture. It is an aspect of "human relations" in its "cultural perspective". Local customs give roots to the practices of public administration. To be effective adaptation and modification of methods learned in other countries must be made even to the extent of choosing correct terminology--words which represent not the same meaning, but the same ideas in both languages.

II. Problems Arising from the State of Change

Problems arise in public administration, relating to the ultimate success or failure of the system, when a country is in a state of change in developing its natural resources.

1. Because full attention is concentrated on the physical aspects of development, the institutional aspects (concerning human relations, the core of effective public administration) suffers.
2. The old system of administration becomes outdated and inadequate to meet the rapidly increasing developments of imported technology. Flexibility must be maintained throughout the entire system.
3. New systems of public administration which are "borrowed wholesale" from abroad do not take into account the present stage of the country's development. The priorities given to physical and social adjustments are never the same for every country. Unbalanced development, disorganization, and frustration often result from imposing a new administrative system of a country.

III. Suggestions for Implementing Effective Changes

1. The prevailing public administration system cannot be dismissed abruptly; rather change must be a gradual, long-term one. Adaptation is a two-way process: the new must be modified to fit the old, and the old to fit the new.
2. Opening the doors for the people (in the community as well as in the top levels of administration) to participate in national plans and programs is perhaps the most basic requirement. This provides the broad and solid base, and the dynamic stimulation that are essential for a stable and progressive system.

3. Adequate, up-to-date training in administration must be given to keep pace with the training of personnel in technical fields.
4. In plans for economic development the management (organization) aspects should be given equal attention along with the physical changes.

• Notes by Celal Erol

Follow-up Seminar

Analysis of Administrative Concepts. An exercise was carried out in which the participants gave answers to nine theoretical administrative situations. These answers reflect their concepts of administration from their past experience and from this course. This questionnaire was used with the hope of sharpening their approach to the solution of administrative problems.

Significant Aspects of Administration. Each member of the group gave a report outlining plans for applying the training and experience gained in the short course to carrying out his responsibilities within the existing situation in his home country. The reports emphasized the following points:

1. Carry out planning of agricultural programs at all levels.
2. Develop training programs to promote individual growth of staff members and to improve their quality of work.
3. Initiate more effective methods of communication within the organization to bring about better coordination of the total program.
4. Recognize the intricate human relationships in an administrative organization.
5. Build closer ties with co-workers and subordinates by sharpening and clarifying existing problems, informing them of changes, and involving them in a team effort to carry out the total responsibilities of the organization.
6. Recognize the advantages of "selling" an idea to the legitimizers so that their influence can help in developing or changing program emphasis.
7. Understand the need for adapting rather than copying ideas to the existing situations in the country (a native design built out of materials from America and other countries).
8. Recognize the value of evaluating the program results in relation to the objectives.
9. Help bring about changes in the existing organizational structure which will facilitate the most effective program operation.
10. Help make it possible for others to have a similar administrative training experience by (a) recommending their attendance in TC #11, and (b) establishing a short course in the home country to train government officers in administration in agricultural development.

Evaluation

The purpose of the evaluation session was to elicit from each participant his opinion of the job relatedness, usefulness, and general interest in the various elements in the short course to himself and to his job responsibilities. An evaluation questionnaire was completed by each participant. This form called for an appraisal of: (a) content, teaching methods, and organization, and (b) objectives of the course, the extent to which these objectives had been attained, and the major benefits derived from the course.

The evaluation forms were summarized and the results presented to the group as a basis for discussion. The sharing of their experience by members of the group provided helpful recommendations for future courses.

The group thought that a follow-up evaluation in six months would be helpful.

Objectives

As Dr. John W. Ryan, a former associate in this course, stated: "To a certain extent this has placed the program directors in the position--like the French generals--of always preparing to fight the past war. The evaluation of program and performance by one group of participants in planning for a subsequent group necessarily emphasizes reaction rather than forecast. On the whole, however, the results have proved that the short course content and methodology have steadily improved when judged in terms of pre-stated objectives."

An important key to achieving the basic objectives is to realize that the course must create a setting conducive to learning and training. It means primarily that the setting must encourage the participants to unlock the great store of administrative know-how each typically possesses. Even more attention needs to be given to the positive recognition that an objective of the course is to help participants to an understanding of what they already know about administration and a more systematic pursuit of learning more and sharing this knowledge when they return to their position.

Course Organization

Major emphasis has been placed on decreasing the multitude of separate topics included in the program and increasing the amount of time devoted to a smaller number of topics to provide opportunity to explore a subject in greater depth. The elements of administration were compressed into four areas: planning, organizing, staffing and directing. The number of individual lecturers has been reduced to less than half those previously used and they give leadership in several sessions.

We attempt to use a combination of methods to provide the most effective teaching and learning process--lectures, discussion, problem-solving cases, seminars, reading and consultation. We need to continually evaluate these methods and make adjustments to provide the most helpful experience possible for the participants in the limited time available. For example, the opportunity to expand the knowledge of the group through assigned reading in the literatures of public administration is a very significant part of the course. However, despite the reduction of reading references, the participants did not find it possible to read the assigned materials in the time available. It thus would appear to be helpful to make a bibliography of public administration available to participants prior to the beginning of the course.

The group found the following sessions of greatest interest: program development and evaluation; assembling and organizing resources; the administrator's role; the role of the supervisor; administration related to environment and application of public administration consistent with culture. The aspects of administration judged most useful were: decision-making; in-service training and planning.

Comments included the following: "Right at this moment I don't know what I can apply...I've learned a basis of approach...gotten ideas."

"This experience has permitted us to discover for ourselves what we know about administration, to appreciate its importance, and to strive to improve."

"The course has provided an opportunity to evaluate what we are already doing, what others are doing, and to see how some new things might work."

"The public administration course gave some hints regarding administration and for self-evaluation in relation to my own job...a perspective of my job and place in the organization."

"It helped show how an administrator can operate successfully."

"I'm taking ideas back to be able to make some comparison with our existing public administration system."

"I enjoyed sharing together, and the friendship of the group."

"The public administration course polished up my mind--it now means something."

"It helped us in the context of our respective backgrounds, not only to diagnose problems, but to develop techniques for problem-solving."

Special Events

Credit Union

A meeting was held with officials of the Credit Union National Association at their national headquarters, Madison, Wisconsin. Mr. Percy Avron, Director of Public Relations, reviewed the history and philosophy of credit unions. He discussed the training program of "training the trainers" and the work of the International Credit Union office in several countries.

Land Tenure Center

Dr. Raymond J. Penn, Director of the Center, told of the purpose, organization, and activities of the Center as it operates in South American countries. This facility serves as a focal point for research to discover the facts regarding changes in (a) ownership of land resources and (b) the structure of the economy of the community. The importance of land control as a key to resource development and the place of agriculture in the total development was stressed.

Forest Products Laboratory

The tour of the laboratory showed the research work being done and the structure and operating methods employed.

Oscar Mayer Packing Plant

This tour and discussion with officials of the company provided an opportunity to see administrative principles applied to an industrial concern. The policy and operating practices of this company are reflected in their position in the industry.

University Experimental Farms

The research work in animal science, soils, agronomy, and dairy science was reviewed in a tour of the experimental farms.

Technical Assistance

Dr. E.E. Heizer discussed the work of the land-grant university in working with institutions in other countries in the area of technical assistance. The experiment in Brazil was used to illustrate the approach.

The Functions of the International Agricultural Development Service

Mr. Gerald E. Tichenor explained the function and operating practices of this service including relationships to AID and to facilities of the USDA.

The Work of the Food and Agriculture Organization

This United Nations agency performs a very significant role in many countries. Dr. Harold Vogel outlined policy, programs and administrative aspects of the organization. An excellent and informative discussion period followed.

Reading References

Readings for Planning, Program Development and Evaluation

Byrn, Fessenden, Frutchev, et. al., Evaluation in Extension, H.M. Ives & Sons, Inc., Topeka, Kansas, 1959.

- *Millet, John D., The Process and Organization of Government Planning, Columbia University Press, New York, 1951, pp.32-46, 70-145.

Readings for Organizing

- *Pfiffner, J., and Sherwood, F., Administrative Organization, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960. Chapters 4 and 6 in Part One, all of Part Two, all of Part Four.

Readings for Staffing

- *Johnson, Alton C., and McCormick, Robert W., Staffing Decisions in the Cooperative Extension Service, University of Wisconsin, Madison, Wisconsin, 1962.
- *Johnson, Alton C., and Cassel, Roy D., Appraising Personnel in the Cooperative Extension Service, University of Wisconsin, 1962.
- McGregor, Douglas, The Human Side of Enterprise, McGraw-Hill Book Company, New York; 1960.
- *Stahl, O. Glenn, Public Personnel Administration, Harper & Brothers, New York, 1956, pp. 245-274.
- Steckle, Lynde C., The Man in Management, Harper & Brothers, New York; 1958.
- *An In-Service Training Program, Cooperative Extension Service, University of Wisconsin, Madison, Wisconsin.
- *Induction Training for County Agents, Cooperative Extension Service, University of Wisconsin, Madison, Wisconsin

Readings for Decision-Making

- *Griffiths, Daniel E., Administrative Theory, Appleton-Century-Crofts, Inc., New York, Chapters 4 and 5.
- Jones, M.H., Executive Decision-Making, Homewood, Illinois: Irwin, 1957.
- *Simon, Herbert A., Administrative Behavior, MacMillan, New York; 1957.

Readings for Administration

Beal, Bohlen, and Raudabaugh, Leadership and Dynamic Group Action, Iowa State University Press, Ames, Iowa

*Clark, Robert C. and Ralston, N.P., Directing the Cooperative Extension Service, University of Wisconsin, Madison, Wisconsin, 1962, pp. 60-89.

Drucker, Peter F., The Practice of Management, Harper and Bros., New York, 1954.

Kelsey, Lincoln D., and Hearne, Cannon C., Cooperative Extension Work, Comstock Publishing Co., Ithaca, New York, 1963.

Kreitlow, B.W., Aiton, B.W., Torrence, A.P., Leadership for Action in Rural Communities.

Democracy in Federal Administration, Jump-McKillop Memorial Lectures, U.S. Department of Agriculture Graduate School, Washington, D.C., 1955.

How to Teach Adults, Adult Education Association of the USA, Leadership Pamphlet, 743 North Wabash Avenue, Chicago 11, Illinois, 1955.

Lee, Irving J., How to Talk with People, Harper & Bros., New York, 1960.

*Newman, W., Administrative Action, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 2nd Edition, 1963, Chapters 1, 5 and 6.

*Richards, Max D. and Melander, Wm. A., Readings in Management, Southwestern Publishing Company, sections as assigned, Cincinnati, Ohio.

*VanDersal, Wm. R., The Successful Supervisor, Harper and Bros., New York, 1962.

Waldo, Dwight, Ideas and Issues in Public Administration, McGraw-Hill Book Co., New York, 1953.

Modern Supervisory Practice, U.S. Department of Agriculture Graduate School, Washington, D.C., 1964.

*Public Administration--A Key to Development, Jump-McKillop Memorial Lectures, U.S. Department of Agriculture Graduate School, Washington, D.C., 1963.

*Assigned readings during the 1964 course.

Read as much of all other references as interests you.

LIST OF PARTICIPANTS WHO HAVE TAKEN PART IN "PUBLIC ADMINISTRATION IN
AGRICULTURAL DEVELOPMENT" TRAINING COURSE a/

By Country and Year

AFGHANISTAN

P/O 06-50037	(1955)	Abdul WAKIL	President, Helmand Valley Authority Special Assistant to the Minister of Afghanistan Director-Royal Afghanistan Ministry of Planning Extension Training Officer
P/O 306-10100	(1962)	Mohammed E. NURISTANI	
P/O 306-10138	(1963)	Wakil Ahmed NOORY	
P/O 306-20170	(1964)	Ghulan Haideri MUHYIDDIN	

ARGENTINA

P/O 510-00062	(1960)	Roberto Vitelmo TEZON	National Director of Geology and Mining
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BELGIUM

P/O 60-50003	(1956)	Jacques J. COURCELLES	Assistant Director of Agriculture
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BOLIVIA

P/O 11-60118	(1957)	Jorge ZUNA Rico	National Inspector of Agricultural Extension, Ministry of Agriculture Extension Inspector at Potodi, Ministry of Agriculture General Irrigation Direction of Agricultural Ministry National Associate Director, Credito Agricola Supervisado, Ministry of Agriculture
P/O 11-70137	(1958)	Luis MILLAN	
P/O 11-70137	(1958)	Claudio SALINAS	
P/O 511-10101	(1962)	Alberto VALDES Loma	

BRAZIL

FAO Fellow	(1958)	Daniel DE MENDONCA, Sarmento	Head of Department of Administration, ANCAR Representative of Companhia Hidro-Eletrica do Sao Francisco (CHESF), for the states of Pernambuco, Paraiba and Alagoas
P/O 512-00086	(1960)	Paulo Parisio Pereira de MELO	

a/ The position or title shown for the various participants is the one applicable at the time of training.

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PIO 512-20060 (1962) Paulo Campos BRICIO

CAMBODIA

PIO 42-80029 (1959) Vann KHIEU

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CEYLON

✓ PIO 383-20104 (1963) M. Cyril MATHUPALA

PIO 383-30019 (1963) Percy Tristram JINENDRADASA

Administrative Officer, Department of Agriculture
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CHILE

PIO 13-70179 (1958) Ruben Tournier LOPEZ

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CHINA, Republic of

PIO 84-50179 (1956) Yi-tao WANG

Professor of Agricultural Economics,
National Taiwan University

PIO 84-70265 (1958) Hsin-tang TUNG

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PIO 84-80078 (1959) Ching Po LIU

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PIO 484-00064 (1961) Jui-Yen HSU
Eisenhower Fellow (1962) Yien-Si TSIANG

Field Agent, Agricultural Extension Division
Commissioner, Sino-American Joint Commission on
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PIO 484-20084 (1963) Sing-min YEH

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COSTA RICA

PIO 15-70036 (1958) Jose Francisco MONTOYA Ramirez

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CUBA

PIO 16-70028 (1958) Jose A. PEREZ Montenegro Associate Director, Agricultural Investigation Commission, Ministry of Agriculture

ECUADOR

PIO 18-50038 (1955) Nero Jose CAVEZAS Sub-Manager of Banco Provincial del Guayas

EL SALVADOR

PIO 19-60087 (1957) Angel Roberto VAQUERO Supervisor, Demonstration Area, Ministry of Agriculture

GREECE

PIO 40-50006 (1956) Evangelos K. ECONOMIDES Agricultural Extension Service, Ministry of Agriculture

PIO 40-50006 (1956) John A. VAVIATIS Chief, Extension Service, Ministry of Agriculture
PIO 240-80057 (1960) Nicolaos P. COUNOUITOS "Community Agriculturist" under Ministry of Agriculture, Attria Department of Agriculture

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PIO 86-60318 (1957) Ram SARAN Assistant Economic and Statistical Advisor, Ministry of Agriculture

PIO 86-70239 (1958) Moti Lal KAKKAR Sub-Divisional Officer and Development Officer, Development Community Block, GIRWA, Udaipur, Jaipur
FAO Fellow (1961) Bhujanga RAO Chattrre Government Horticulturist, Department of Agriculture, Hyderabad

PIO 386-40087 (1964) Bhoj Raj SINGH Joint Director Extension, Ministry of Agriculture
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INDONESIA

PIO 97-60005 (1955) Kwat Soen SIE Acting Head of the Agricultural Department of the National Planning Bureau and Assistant to the Director of that Bureau

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PIO 97-60106	(1957)	Abraham S. HARDJO	Chief, Budget & Finance Division, Ministry of Agriculture
PIO 97-60106	(1957)	Soemarno JOEDO	Administrator, Estates Services of Ministry of Agriculture
PIO 97-60106	(1957)	Mas SOETAMSI	Chief of Finance, Headquarters Forest Service
PIO 97-60147	(1957)	R. SOENARIO Soenariowidjojo	Administrative Office, Ministry of Agriculture
PIO 97-70039	(1957)	Soekotjo PRINGGOPOETRO	Director of Central Experiment Station
PIO 97-70039	(1957)	Mr. SOEHARSONO	Top Liaison Officer, Agricultural Extension Service
PIO 97-60164	(1957)	Mr. MASKUD	Regional Officer, Sea Fishery Service
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PIO 97-85244	(1959)	Mr. Gelar WIRAATMADJA	Chief, Educational Division, Inland Fisheries Service
PIO 497-15057	(1962)	Johan J. TOMASOA	Head of Agriculture, Extension Service, Nusatenggara Region
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PIO 265-20261 (1962) Abbas SALOUR

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PIO 266-00058 (1961) Haider A. AL-DAIF

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PIO 78-90025 (1960) Zukhreddin Yahya SHOKEH

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PIO 615-20032 (1962) Hassan MGALLA

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PIO 89-90090 (1960) In Hwan KIM

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PIO 439-40078 (1964) Oroth CHOULAMOUNTRY

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PIO 67-90100 (1960) Kalama Bhagat RAJBHANDARY Principal, Training School for Extension Workers, Department of Agriculture

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PIO 620-00010 (1960) Mohamet LAWAN Principal Agricultural Officer, Government of Northern Nigeria

PIO 620-00020 (1960) Chukwuemeka OYOLU Plant Breeder, Acting Senior Specialist Officer, Ministry of Agriculture

PIO 620-10014 (1961) Etim Udo ISANG Senior Agricultural Officer, Ministry of Agriculture, Enueu

PIO 620-10010 (1961) Mohammed ALKAKI Acting Principal Agricultural Officer, Minna

PIO 620-10011 (1961) Joseph AKINWOLEMIWA Principal Agricultural Officer

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PIO 620-30065 (1964) Vincent Osuji CHUKWUEKE Senior Specialist Officer (Agronomy), Ministry of Agriculture, Enugu, Eastern Nigeria

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Assistant to Secretary, Ministry of Food
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Assistant Economist, Department of Agriculture
Director, Erosion Control and Soil Conservation
Project in the Lyallpur District

Director, National Institute of Agriculture,
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Vice-Director, Servicio Tecnico Interamericano
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Deputy Director, Agricultural Extension Service

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FAO Fellow	(1961)	Aurelio Munoz QUIRAY	Senior Management Analyst, Chief, Evaluation and Training Division, Bureau of Agricultural Extension, Department of Agriculture
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PIO 492-10069	(1962)	Tomas BERMILLO	Senior Forester
Eisenhower Ex. Fellow	(1964)	Regulo D. BALA	Regional Supervisor, Reforestation Administration, Department of Agriculture and Natural Resources
PIO 492-30071	(1964)	Feliciano Valdez BARRER	Forestry Supervisor, Bureau of Forestry, Manila

RHODESIA/NYASALAND, Federation of

PIO 61-50017	(1955)	Harold Roy HACK	Conservation and Extension Officer, Ministry of Agriculture
PIO 61-90007	(1959)	John Miller CORMACK	Chief Conservation Engineer of Federal Department of Conservation and Extension at Salisbury
PIO 614-00005	(1960)	Arthur William C. TEAGUE	Regional Conservation and Extension Officer for the Federal Department of Conservation and Extension
FAO Fellow	(1960)	Vane VINCENT	Senior Conservation and Extension Officer and Regional Conservation and Extension Officer, Federal Department of Conservation and Extension
FAO Fellow	(1961)	William David MILLS	Senior Agricultural Economist, Economics & Marketing Branch, Federal Ministry of Agriculture, Salisbury
PIO 614-10004	(1961)	Peter GREENING	Agricultural Officer, Northern Rhodesia Government
PIO 614-10006	(1961)	Anthony J. COLLETT	Group Conservation and Extension Officer, Mazoe Group
PIO 614-10012	(1961)	Colin Bibb HUMPHREY	Provincial Animal Husbandry Officer for the Southern Rhodesian Government

RHODESIA/NYASALAND, Federation of (Continued)

PIO 614-10012	(1961)	Elmore Anthony TAYLOR	Group Officer - Department of Native Affairs, Southern Rhodesian Government, Fort Victoria
PIO 614-10005	(1961)	Anthony Stanton VALENTINE	Provincial Agriculturist, Matabeleland South
PIO 614-10007	(1961)	John Calvin HARPER	Senior Conservation and Extension Officer, Department of Conservation and Extension, Salisbury
PIO 614-30015	(1963)	John EVANS	Provincial Agriculture Officer
PIO 614-30015	(1963)	Gomile Chilambo KUMTUMANJI	Parliamentary Secretary, Ministry of Natural Resources
PIO 614-30016	(1963)	Samuel C. MWASE	Natural Resources Board 1950-55. Personally selected by the Prime Minister to further the Community development project in Nyasaland
PIO 614-20017	(1963)	Daniel Hanene LUZONGO	Assistant Technical Officer, Ministry of African Agriculture
PIO 614-20016	(1963)	Ignatius Hanene MUCHANGWE	Agricultural Officer, Department of Agriculture

SOMALI REPUBLIC

PIO 649-40052	(1964)	Mohamed Jama BORRE	Director-General, Ministry of Agriculture, Mogadiscio
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SPAIN

PIO 52-60123	(1957)	Alberto GONZALEZ Quijano	Engineer, General Direction Hydraulic Works, Ministry of Agriculture
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SUDAN

PIO 650-00096	(1961)	Hassan MUTWAKIL Mohamed-Osman	Assistant Director of Projects, Ministry of Agriculture, Khartoum, and Director, Agricultural Bank of Sudan
PIO 650-00053	(1962)	Tahir Bekhit EL-AWAD	Inspector of Agriculture, Ministry of Agriculture
PIO 650-40051	(1964)	Abdel Rahim EL-AMIN	Assistant Director, Department of Agriculture, Ministry of Agriculture
PIO 650-40049	(1964)	Mirghani MAHGOUB Mohammed Ahmed	Assistant Director of Agriculture, Ministry of Agriculture
PIO 650-40064	(1964)	Abdallah Mohamed Abdallah HEIDOUB	Information Officer (the senior information position in Department since 1957), Department of Agriculture, Khartoum

THAILAND

PIO 93-50246	(1956)	Sanong PANTHARASUTRA	Chief, Section of Economic Projects, Department of Economic Relations, Ministry of Economic Affairs
PIO 93-50176	(1956)	Kasem SATAYAMANA	Chief, Central Division, and Secretary to the Ministry
PIO 93-50175	(1956)	Vibul STHITIRAT	Chief, Foreign Organization Section, Division of Foreign Agricultural Relations
PIO 93-60246	(1957)	Random SETTEETON	Cooperative Officer in District of Nakornnayok
PIO 93-80208	(1959)	AROON Pumhiran	Chief of Central Division, Office of the Under-Secretary of State, Ministry of Agriculture
PIO 93-80094	(1959)	Varun SOMBURANASIN	Director-General, Department of Land Cooperatives, Ministry of Cooperatives
PIO 493-00080	(1961)	Prewat SUPAPRAWAT	Third Grade Officer and Cooperative Officer, Department of Land Cooperatives, Ministry of Cooperatives
PIO 493-00214	(1961)	Smarn TONGSIMAR	District Cooperative Officer, Office of the Under-Secretary, Ministry of Cooperatives
PIO 493-40053	(1964)	Kosin SAISAENGCHAN	First Grade Officer, Extension Service Division, Department of Agriculture, Ministry of Agriculture

TOGO

PIO 693-20028	(1963)	Pascal D. AWUTE	Director Modernization of Agriculture
PIO 693-20026	(1963)	Emmanuel DEGANUS	Project Officer

TURKEY

PIO 77-80066	(1959)	Nefjat ERKENCI	Director of Soil Conservation Section, Ministry of Agriculture
PIO 77-80086	(1959)	Rifat GEREK	Director, Seed Improvement and Experiment Station, Ministry of Agriculture
PIO 77-80078	(1959)	Mustafa GURSEL	Assistant Director of Extension, Ministry of Agriculture

TURKEY (Continued)

PIO 277-00104	(1961)	Ismail MINBAY	Teacher of Regional Agricultural High School of Bursa
PIO 277-10103	(1962)	Adem KARAEUMAS	Chief Advisor to "Toprakau" Organization of Ministry of Agriculture
PIO 277-10102	(1962)	Turhan A. ATAY	Wheat Breeder, Ministry of Agriculture
PIO 277-40124	(1964)	Mehmet Kemal GOKCORA	Extension Advisor to the Ministry of Agriculture
PIO 277-40124v	(1964)	Seref ALEMDAG	Chief of the Division of Forest Management, Forest Research Institute, Department of Agriculture
PIO 277-40124	(1964)	Osman Nuri ALPAY	Chief, Soil Conservation and Range Management, Ministry of Agriculture
PIO 277-40124	(1964)	Mehmet Celal EROL	Director of Animal Diseases Section, Ministry of Agriculture
PIO 277-40124	(1964)	Mehmet Sadrettin ERKILIC	Member of Study and Advisory Board, Ministry of Agriculture
PIO 277-40124	(1964)	Sami Mustafa SAGKAL	Veterinarian on Cukurova State Farm
PIO 277-40124	(1964)	Mahmut Nedim TIL	Assistant Director of the Agricultural High School, Bursa, under the Ministry of Agriculture
PIO 277-40124	(1964)	Irfan Mehmet URHAN	Director of Animal Science Programs for the Agricultural Research Service

UGANDA

PIO 617-40032	(1964)	George Robert ONABA	Assistant Commissioner for Agriculture, Department of Agriculture, Entebbe
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UNITED ARAB REPUBLIC

PIO 62-50324	(1956)	Mahfouz FAHMY	Director of Animal Health Section, Veterinary Department, Ministry of Agriculture (Egypt)
PIO 62-50304	(1956)	Ahmed Mahmoud RASSEM	Liaison Officer, Ministry of Agriculture
PIO 263-00013	(1960)	Khalil Mahmoud HEFNAWY	Director of Statistics and Evaluation of Projects, Ministry of Agrarian Reform
PIO 263-0C760	(1961)	Mohamed Sabri Selim MAHMOUD	Director of Technical Secretariat of Higher Committee for Agrarian Reform

UNITED ARAB REPUBLIC (Continued)

PIO 263-00760 (1961)	Yehia Mahmoud Ali SULTAN	Deputy Director of Planning, Ministry of Agrarian Reform
PIO 263-00759 (1961)	Youssef Hussein RASHEED	Director of Technical Bureau, Ministry of Agrarian Reform
PIO 263-20127 (1963)	Dr. Fouad RAGHEB	Director of Agricultural Information Service, Extension Division (Egypt)

VENEZUELA

PIO 529-00011 (1960)	Mauricio BAEZ	Not available
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WEST INDIES, ST. LUCIA

PIO 533-30008 (1963)	Charles M. CADET	Superintendent of Agriculture
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